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ABSTRACT

The Division of Compensatory Education, Program Support Branch of the Bureau of Elementary and Secondary Education, Department of Health, Education, and Welfare, Office of Education, has prepared this handbook to assist in developing skills in performance objective development for Title I programs. This handbook develops the concepts and skills necessary to analyze and write performance objectives. The five chapters of this hand book discuss legal requirements, program development processes, target populations, performance objectives, and end-product evaluation and performance objectives. An Appendix includes exercises pertinent to each chapter, a schematic representation of the program development process, and an outline of the text for writing performance objectives. Exercises and examples related to Title I are included in the handbook, using techniques that provide for continuous self-evaluation of the skills of performance objective writing. Use of this handbook does not insure that project personnel will become experts, but they are expected to understand performance objectives sufficiently to write them in project applications. (Author/JM)

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HANDBOOK ON PERFORMANCE OBJECTIVES

TITLE I

Elementary and Secondary
Education Act of 1965

UD 013443

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Office of Education
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PURPOSE OF THE HANDBOOK

The Division of Compensatory Education, Program Support Branch of the Bureau of Elementary and Secondary Education, U.S. Department of Health, Education, and Welfare, Office of Education, has prepared this handbook to assist in developing skills in performance objective development for title I programs.

This handbook develops the concepts and skills necessary to analyze and write performance objectives. Exercises and examples related to title I are included in the handbook, using techniques that provide for continuous self-evaluation of the skills of performance objective writing. Use of this handbook does not insure that project personnel will become experts, but they are expected to understand performance objectives sufficiently to write them in project applications.

Richard L. Fairley
Director, Division of
Compensatory Education

LEGAL REQUIREMENTS

The following is a brief review of the Federal legal requirements which apply to the design of title I projects by local school districts. It should be understood that the items below do not constitute the entire scope of legal requirements with reference to title I projects.

1. Each applicant must give reasonable promise of substantial progress toward meeting the needs of educationally deprived children for whom the projects are intended. (Title I, ESEA, Sec. 141(a)(1))
2. Applicants must conduct an assessment of the special educational needs of educationally deprived children who would benefit from the program. (Reg. 116.18(b))
3. Applicants should describe the objectives of the program in relation to the special educational needs, and in performance terms. (Title I, ESEA, Sec. 141(a)(7))
4. Applicants must demonstrate that the program has been sufficiently well planned to meet the objectives, and that the project makes adequate provision for its implementation in an effective manner. (Reg. 116.18(b))
5. Applicants must describe the procedures and techniques to be used in making, at least annually, an evaluation of the effectiveness of the program, including objective measurements of educational achievement. (Title I, ESEA, Sec. 141(a)(6))

6. The program objectives should be written clearly and realistically stated in terms of the type of change expected, the degree of change expected, and the kinds of changes expected from each of the major program activities. With experience, title I programs should improve for districts from year to year with regard to the district expectations and accomplishment criteria. (Program Guide #44, 4.3)

7. Reports of performance should relate directly to the stated performance objectives of the program design and the stated performance criteria set for the program. (P.L. 91-230, Sec. 111(b))

PROGRAM DEVELOPMENT PROCESS

The program development process* covers 11 major phases: (1) Commitment to title I, (2) selecting target areas, (3) needs assessment, (4) goals and objectives development, (5) program design, (6) resource determination, (7) program approval, (8) program implementation, (9) outcome evaluation, and (10) dissemination. Affecting all of these phases is process evaluation. The scope of this handbook is concerned, however, only with phase 4--goals and objectives development. Title I coordinators should have completed phases 1, 2, and 3--the commitment to title I, selecting target areas, and needs assessment before beginning to write performance objectives.

Commitment to Title I

The initial step in the program development process is a commitment of the administration and staff to the concept of applying for and utilizing title I funds for programs to meet the special educational needs of educationally deprived children in the district.

During the commitment phase human and material resources necessary for planning and applying for title I funds should be assigned by members of the administration and the supporting local board of education.

It is at this time that steps are taken to establish the Parent Advisory Council, so that it may assist early in the planning and implementation of the project.

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* See chart, page 40, Appendix.

Where applicable private school administrators should be contacted for their involvement.

Selecting Target Areas

Local educational agencies are to provide title I services to school attendance areas having a high concentration of children from low-income families. Section 116.17(d) of the regulations defines such an attendance area as one in which the "percentage of children from low-income families residing in that attendance area is as high as the percentage of such children residing in the whole of the school district, or if the estimated number of children from low-income families residing in that attendance area is as large as the average number of such children residing in the several school attendance areas in the school district."

Needs Assessment

The next step in the program development process is concerned with the determination of the special educational needs of the educationally deprived children in the target areas. Needs assessment is a basic step in title I program planning. Educationally deprived children must be identified by means of some preliminary criteria. Data on their educational background must then be gathered, deficiencies diagnosed, needs classified, and then listed in a priority order. This priority list of needs is necessary to formulate the goals and objectives which lead to title I program design.

Goals and Objectives Development

The goals and objectives should state the expected results of the title I program. In setting up the goals, or long-range aims of the project, the administration and staff should recruit parents for their involvement through the Parent Advisory Council. Working together these two groups will gain a better understanding of the project goals, and then be able to establish specific objectives through which the project goals may be approached.

The project goals, and the related performance objectives, of the title I project should be in direct relation to those special educational needs identified during the needs assessment. While the long-range, broadly stated goal of the program might relate to improvement in a particular academic area, the performance objectives which are written for the program are much more specific and narrow in scope, and concentrate on a particular activity or behavior designed to lead to the improvement desired, i.e., the program goal.

Properly stated, performance objectives are the key to end-product evaluation as well as the design of the project. They serve as:

1. A means of communication between the resource people responsible for the program design.
2. A base for alternative objectives which might provide a preferred solution to the title I needs.
3. Observable and measurable results of the program. This makes the use of methods and procedures more definite during program implementation.
4. Indicators in the assessment and evaluation of program activities and procedures.

5. A task base upon which an implementation plan can be developed.

Program Design

Performance objectives and goals provide the base for the program design. During this step the program components are identified by the title I staff, and are accounted for as action steps under performance objectives. Procedures, activities, and techniques required to carry out the project objectives and attain the project goals are specified. Personnel, equipment, supplies, and space must also be determined at this point.

Resource Determination

Once the program design step has been completed the project development staff must identify all possible resources which can be used in forming the solution to meeting the needs. These resources may be persons, materials, institutions and organizations (both in and out of the community), local district, State, and other Federal funding sources, or the title I funds required to support the project.

Program Approval

When the State determines that the local application meets Federal and State title I requirements, the application is approved by the State and the project may be implemented by the local educational agency.

Project Implementation

Using the performance objectives as a guide, program implementation provides for continuous direction of all the project's major activities. It is at this point that the designed procedures, activities, and techniques developed during the program design step become operational.

Outcome Evaluation

Evaluation is a continuous, dynamic activity which may involve on-going and formative procedures. The evaluation personnel should be concerned with several types of evaluation during the project. Process evaluation provides the basis for change by establishing the situation as it presently exists. It includes a continuous review of the day-by-day activities and management of the project to insure it is on the right track. Process evaluation properly designed, makes recycling to a previous step possible at any point. Outcome evaluation determines whether or not the project objectives have been met and to what extent. Outcome evaluation closely relates to the needs assessment and the performance objectives. Its purpose is to determine the effect of the title I program on the educationally deprived children who participated.

Dissemination

Dissemination involves reporting to the board of education, Parent Advisory Council, the administration, faculty, the public, and appropriate State and Federal agencies. The effectiveness of the project in meeting the special educational needs of the target children is communicated at this point.

TARGET POPULATION

Title I programs are developed to meet the special needs of educationally deprived children. Several of the types of children benefitting from title I programs are discussed in the paragraphs below.

Educationally Deprived (Title I)

Educationally deprived children are those who have need for special assistance in their education in order to attain a level of academic performance appropriate for their age. The term includes children who are handicapped. Children benefitting from title I educational services must live in areas of high concentration of low-income families. Services provided must be based on diagnosed educational needs. These children may attend either public or private schools.

Follow Through

The Follow Through program is designed to carry on, in school, the program which was begun under Head Start. The total Follow Through program provides for: Basic developmental instruction, attitudinal development, and supplementary services such as physical and dental examinations and treatment recommendations, a nutritional program, and counseling. One major focus of the Follow Through programs is parent involvement in the planning and operation of projects so that parent cooperation can aid in the total integration of instruction and services provided. Quite often the program is established in an area highly concentrated with low-income families within the region or school district proper.

Migrant

Migrant children are those whose parents are migratory workers, engaged in agricultural pursuit and who, because of their parents' work, often do not attend full regular school terms in any one district. Title I migrant funds may be used to establish or improve an educational program to provide for the special needs of these children. The programs for migrant children should be designed to serve their particular needs which result from their high mobility and supplement existing regular title I, State and local programs.

Neglected and Delinquent

A neglected child is one who has been either committed or voluntarily placed in an institution and for whom the institution has accepted custody.

A delinquent child is one who has been so declared by a court of appropriate jurisdiction, and who is residing for an indefinite period of time in a public or private nonprofit residential facility.

The educational programs designed to meet the special educational needs, as determined by an assessment of the two classes of children, under title I, are aimed at providing specifically for educational needs due to the child's condition of residence. Often their regular schooling has been interrupted for some period of time. The program is carried out in the location best suited to the children, and may be part of a program for other educationally deprived children.

PERFORMANCE OBJECTIVES

Introduction

NOTE: For this section of the Handbook you will need to refer to the Exercises, Parts I, II, and III, and the Outline (p. 41) in the Appendix.

This text was developed to assist LEA project staffs to identify, write, and analyze objectives with a greater degree of specificity than is in common use in many title I programs today. The following approach is similar to that used in self-instructional programed materials. This approach includes supporting exercises and examples that will help you gain skill in writing performance objectives. Many of the answers that you will encounter are quite obvious. This is both intentional and necessary and is part of the approach which will develop in detail the concepts regarding performance objectives.

The text consists of four parts.

In Part I, a rationale for developing performance objectives will be covered. Examples of the characteristics of performance objectives will be included as the exercises progress to insure that you will gain competence in the use of the performance objective concepts.

In Part II, performance objectives pertinent to title I will be identified and selected.

In Part III, an additional means for identifying performance objectives will be developed with information and examples for their construction and use.

In Part IV, exercises in performance objective development will be presented to enable you to apply the skills you have developed.

Major Purposes of the Text

Upon completion of the following text on the writing of performance objectives (using a programed style through examples and exercises), title I project personnel will be able to:

1. Indicate the place of performance objectives in program design;
2. Understand the characteristics of performance objectives;
3. Identify performance-type behavior or action;
4. Distinguish between performance and non-performance terminology;
5. Identify performance objectives in examples;
6. Identify conditions under which behavior or action is to be demonstrated;
7. Indicate minimum standards of acceptable performance;
8. Write performance objectives for title I projects and/or proposals using given criteria.

Part I--A Rationale for Performance Objectives

Introduction

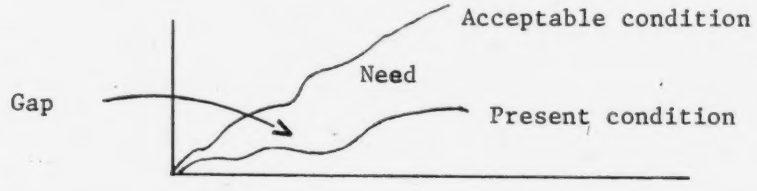
In this section you will be working with the rationale supporting performance objectives and their use in designing programs for title I. After studying the text and questions presented in Part I you should: (1) Indicate the place of performance objectives in program design, (2) explain the difference between goals and objectives (3) state the characteristics of good performance objectives.

A. Program Improvement

Many title I personnel believe firmly that if they are to improve their programs, one way to do so is simply to allocate more time and resources. Unfortunately, an increased allocation of time and resources will not necessarily result in significant improvement. Therefore, a primary aim of local title I project staff should be to construct performance objectives based on the assessment of the special educational needs of the disadvantaged children. (Answer question A, Part I of the Exercises.)

B. Need

We frequently speak of educational needs. A need is that gap or distance between the present condition and the condition that we deem acceptable. The diagram will illustrate this.



Performance objectives should clearly indicate a proposed reduction or elimination of that need.

C. Goals and Objectives

Goals and objectives are important in program development work: goals are long-range; and objectives refer to immediate project ends. Objectives are usually very specific and have intentional end results. (Answer question B.)

D. Place of Performance Objectives in Program Design

Performance objectives are so named because they are stated in observable terms which are capable of objective measurement. (Answer question C.)

Performance objectives relate directly to educational goals and assessed needs. They can determine the scope of a project, the sequence of project activities, and what is to be accomplished. Within the program development process performance objectives serve as a basis for program design, and prescribe the basis for evaluation expected as a result of the project activities. Performance objectives can help determine the experiences that need to be accomplished, and the media and resources that are essential. They also aid in determining what results are disseminated.

This broadly stated educational goal, "To increase the reading level of each child so that he may proceed at his own rate of learning," raises a number of questions for interpretation. For example, how much of an increase is wanted or will be accepted for each child? Who is the child involved? What knowledge is expected to be achieved through the increased reading level?

E. Behavior

One important aspect of performance objective writing concerns behavior. Behavior implies an action, includes a set of conditions under which the action will take place, and must be measurable. This behavior should be specified by verbs or action words which should be open to as few interpretations as possible.

Consider these examples:

"To prepare the migrant children for assimilation."

"To introduce each child early to successful school experience."

The emphasis here is on the action to be taken, without any indication of the change in behavior expected as a result of that action. Since one of the purposes of title I is to bring about changes in the behavior of educationally deprived children, it becomes necessary to state measurable objectives in terms of those changes. At this point, then, we can say that an objective should be stated as an end (behavioral change) towards which activity (the program) is directed with a specific goal in mind.

ACTIVITY-------> END-------> GOAL

Notice the difference between the following two statements:

"To help each child become aware of his potential."

"Using objects provided, the child will demonstrate the concept of zero in addition and subtraction."

You will note that the first example is too general, while the second more clearly approaches a performance objective. A statement such as the first may be of questionable use because it fails to communicate clearly the behavior which is expected of the child. (Answer question D.)

F. Identifying the Activities

Something that needs to be considered from the beginning is the tendency to be overly specific when you prepare performance objectives. Look at this objective for example:

"After acting out his part in the play each child will take paper and pencil, sit at his desk and write a list of all of the activities relating to the play. These will be written legibly and clearly as they occurred in sequence without any omissions whatsoever. The order will then be checked."

You can see from this, that far too much detail has been included for the child and that much of it is unessential.

G. Performance Objective Characteristics

A performance objective should describe or name the person(s) to whom the activity is addressed. This is the first characteristic of a performance objective. To illustrate, in a title I program the persons may be 100 first-grade children who cannot speak English, or 35 migrant children, or 75 high school dropouts, or 160 eighth grade children reading 2 or more years below grade level, or all fourth graders whose reading rate of gain was less than 0.5 during the previous year.

A performance objective should describe the behavior or action that is intended or that you wish to specify. This is the second characteristic. To illustrate:

The behavior or action is specified by action verbs such as:

- write
- formulate
- compute
- describe
- identify
- construct
- add
- subtract

A performance objective should specify the conditions under which the behavior will take place. Enough should be stated about the conditions to clearly indicate what has happened, or what is required to happen, during the operation of the objective. This is the third characteristic.

> "When presented with ten problems in addition, all children in the project will correctly solve them as a demonstration of their acquired skill."
>
> "When presented with ten problems in addition, is the condition under which the children will be performing the activity."

The fourth characteristic of a performance objective is the level of performance expected. For example:

> "By the end of the school year the kindergarten pupils in the title I reading program will have acquired a basic vocabulary of ten words."

In this case the minimum level refers to the acquisition of a basic vocabulary of ten words by the pupils participating. (Now answer question E, page 34 of the exercises.)

H. Review

For a moment let us review what has been stated concerning performance objectives. The performance objective should do four things:

1. It should indicate/describe the persons affected;
2. It should describe the behavior expected;

3. It should specify the conditions under which the behavior will take place;

4. It should state the level of performance that is expected.

(Answer the review questions on page 35 of the exercises.)

Part II--Identifying Performance Objectives

Introduction--Part II

Objectives and goals are necessary in all things or actions which are undertaken. We have indicated earlier that objectives are desired outcomes (minimum level achievement) towards which effort or activity (the program) is directed. In the development of a title I program, it is important that the objectives be based on a formal assessment of needs, and that they be stated so that intent of the program and its activities may be clearly discernable. By stating the identifying behavior, we can build elements of accountability and clarity into title I activities.

In Part II performance objectives which are relative to title I will be identified. When you have completed this part you will be able to: (1) Identify performance oriented action or behavior, (2) identify some indicators for action, (3) distinguish between performance and non-performance terms, and (4) distinguish between performance and non-performance objectives.

A. Performance and Non-Performance Objectives

If you are going to be able to distinguish between performance and non-performance objectives, you will need to keep in mind two of the four basic characteristics of performance objectives. These two characteristics

are (1) the description of the person who is affected, and (2) the description of the behavior or action intended. During this second part the exercises will be concerned with these two characteristics of performance objectives. (Answer question A, page 36 on your exercise sheet.)

B. Performance Oriented Action

1. Performance objectives should increase the clarity of actions and activities. Here are four statements which specify possible behavior or action. Which of these four statements in your opinion clearly indicates the expected behavior or action? (Complete the answers on the exercise sheet under question B.)

Statement 1: The child will retell to the class the events of the incomplete story and make up his own ending based on the events.

Statement 2: To develop recreational and enrichment activities for the class.

Statement 3: The enrichment activities will cover the full school year.

Statement 4: Given the opportunity to observe the surroundings of the school building, the children will illustrate their comprehension of spatial relations and symbolism by drawing maps of the school grounds.

2. In Statement 1, the child is the person identified as performing the action. The events described by the child and his ending based on

the events indicate the action or behavior expected. Statement 1 is written in performance oriented terms.

Statement 2 does not indicate who will be performing the action, nor does it clearly indicate what kind of behavior or action is to occur. It is not stated in performance oriented terms.

Statement 3 gives no indication who will be doing the action, and we are not sure exactly what the word "cover" means. This statement is not in performance oriented terms.

In statement 4 the person performing the action is identified. The behavior is also identified, in that we have indicated that the children will draw maps of the school grounds. Statement 4 is written in performance oriented terms.

C. Performance and Non-Performance Terminology

This brings us to the third objective of Part II, which is to be able to distinguish between performance and non-performance terms. Behavior that is readily identifiable or observable needs to be stated with action words--usually verbs. It is important that we use action words which are observable and measurable.

Let us consider three statements:

1. "To understand the importance of proper nutrition."
2. "To know how new materials will help in forming his ideas."
3. "To want career guidance information for what he wants to do."

You will notice that in each of these statements the behavior <u>to understand</u>, <u>to know</u>, <u>to want</u>, could be difficult to measure or observe. <u>Understand</u>,

know, and want are not by themselves performance oriented. These words indicate that someone is going to change or that something is expected to happen, but one would have difficulty observing or identifying that change.

Other words which are difficult to relate to specific actions are words such as perceive, like, learn, feel, and love. These words are open to many interpretations. They do not clearly indicate measurable, observable, or identifiable behavior. These words can be used in an explanation of an objective, but must be defined by other descriptive words which clarify the action intended.

The following words, because they are open to few interpretations and indicate observable behavior are commonly used in writing performance objectives. They are: Construct, identify, order, describe, select, compute, interpret, state (orally), rank, list, measure, reply, write, and define. (At this time, turn to your exercise sheet and answer question C on page 36.)

Thus far we have (1) identified behavior which is performance in nature, (2) identified indicators for action, and (3) distinguished between performance and non-performance terms.

D. Distinguishing Between Performance and Non-Performance Objectives

In the fourth objective for Part II we will attempt to distinguish between performance and non-performance objectives in a series of examples. Examine the following statements and decide which one of the statements is performance oriented. (Indicate your answer under D on the exercise sheet.)

Statement 1: "To determine the steps used in setting up a terrarium."

Statement 2: "To prepare an art display for the PTA."

Statement 3: "The bilingual children in grade 5 will correctly pronounce and use the English words on the weekly vocabulary list.

You will note that Statement 3 indicates the person(s) affected or performing in the action, and the behavior that is expected of them. We can say that this more closely resembles a performance oriented statement or objective.

We have identified the person or persons to whom the action is directed, and have described the behavior expected. We are now ready to begin Part III which is concerned with the third and fourth characteristics of performance objectives.

Part III--The Construction and Use of Performance Objectives

Introduction

In this part you will increase your understanding of the construction and use of performance objectives by (1) identifying the conditions under which behavior will be demonstrated, and (2) specifying minimum standards of acceptable performance or performance level. (Now turn to page 38 question A on the exercise sheet.)

A. Identifying Conditions for Behavior

1. This section will be concerned initially with developing skill in using the conditions under which behavior will be demonstrated.

Consider the following:

(1) "The students will indicate the bargain items."

(2) "Given a selected newspaper page of advertised 'good deals' and another listing the regular retail prices, the students will indicate the true bargain items advertised."

It can be seen that the first objective describes the person to whom the action is directed, and the behavior expected. What could be added to an objective to make the behavior more identifiable and observable? In addition to the person and action expected, conditions under which the action is to occur should also be stated. Performance objectives include the conditions under which the action or behavior will take place.

2. Let us look at the objectives once again. "The students will indicate the true bargain items advertised." Notice that the person affected by the action is stated, and the behavior is specified. However, conditions are not listed.

In the second objective, the condition "Given a selected newspaper page of advertised 'good deals' and another listing the regular retail prices," helps to clarify the behavior that is to take place.

3. In this next objective notice what is wrong. The title I program participants will achieve a higher rate of gain than presently demonstrated. This example includes the person taking part in the action, the action or behavior expected, but the conditions under which the behavior will take place are not listed.

Now let us look at an example where the conditions, the persons performing the action and the kinds of behavior expected are all given.

As a result of individualized work for one hour daily over a 9-week period (in the Reading Laboratories), the reading communication skills level of 185 ninth grade students will be raised by 1.0 or more years as measured by the Gates-MacGinitie Reading Test.

4. Look at another objective with a condition stated at the beginning. As measured by October Pre- and May Posttesting using the Jastak Wide Range Achievement Test, 1965 edition, the 30 seventh graders who are reading below the fifth grade level will demonstrate an improvement over past years gain in basic reading skills. Here both the conditions (1) and the behavior (2) that is expected of the persons (3) involved in the action are stated in the objective.

5. It can be seen that in writing performance objectives it is helpful to clarify what action is to be taken, and what the conditions for that action are by using terms and expressions such as: "Starting with," "as measured by," "through," "given," "using," and "provided with." These words or phrases, when added to objectives, help to clarify the conditions under which the behavior is to be demonstrated.

6. Study the following objective and then turn to page 38 question B in the exercises.

> "The 235 students, identified as potential dropouts, will significantly improve their attitude toward school, staff, and self as measured by the FAATE Inventory and an analysis of training and behavioral incidents records.

7. Thus far we have turned our attention to a description of the person or persons to whom the action will be directed; a description of the behavior; and the conditions for carrying out that behavior.

B. Specifying Minimum Standards of Acceptable Performance

The final characteristic of a performance objective is a specification of a minimum level of acceptable performance. Of the four characteristics that can be used to write performance objectives, the performance level or minimum specifications may not always be included. A performance level is the acceptable level that is desired when a certain behavior is taken under certain conditions by the persons whom you have identified. It can be stated in different ways. It is more frequently used in very specific objectives, such as those associated with classroom activities, and less frequently used with broad administrative objectives. While it may be easy to specify the number of items needed to pass a test, the minimum requirements of an attitudinal change may have to be expressed in broader terms. For example ". . . will demonstrate a more positive attitude toward the school and its facilities through a reduction in destructive behavior, as reflected by counselor and police records." A <u>few</u> ways in which performance levels can be specified are: Time limitations; the number of items correct; and a consensus of the teachers or staff on what is required. Look at the following examples and notice how the limit or level is specified:

(1) the students will be able to orally substitute a different vowel in order to form a new word (e.g., bad - bet, sit - set) <u>within 30 seconds</u> after the initial word is given.

(2) pupils in the program are expected to <u>achieve an increase in performance of at least 1/2 grade level</u> or school year.

(3) students will demonstrate a reduction in disruptive behavior as reported by school staff and parents.

Using the following objective, answer question C on page 38 of the exercises.

"Given five job application forms for part- and full-time employment, at least 60 percent of the pupils will be able to read and complete them correctly without assistance."

Part IV--Writing Performance Objectives

Introduction

In the previous three sections of the text you have been working with ideas and examples concerned with performance objectives. Each section of the text was designed to develop an understanding of the specifics of performance objective design. Briefly review the following and check those areas in which you feel you now have understanding.

Section I - A Rationale for Performance

_____ A. The place of performance objectives in a good program design

_____ B. The difference between goals and objectives

_____ C. The characteristics of good performance objectives

Section II - Identifying Performance Objectives

_____ A. Performance oriented action or behavior

_____ B. Indicators of action or behvaior

_____ C. Performance and non-performance terms

_____ D. Performance and non-performance objectives

Section III - Construction and Use of Performance Objectives

_____ A. Conditions for behavior

_____ B. Minimum standards of acceptable performance

If there are any areas in which you do not feel competent, go back and review them in the text before proceeding with Section IV. The exercise in Part IV depends on a thorough understanding of the material presented thus far.

In real situations, the objectives may not include all four characteristics. Also, several sentences often may be required to state an objective and include the characteristics. The following examples have been constructed to enable you to gain skill in the writing of performance objectives based on data accumulated through a formal assessment of student needs.

Directions

In the space provided on page 39 of the Exercises, write a performance objective which includes the four characteristics. Use the data given in the examples as the basis for the objective.

Example A: 50 children are reading below grade level, having made reading grade-equivalent gains of 0.7 or less during the previous school year as measured by the Gates-MacGinitie Reading Test. (The expected rate of gain for an "average" student is one month for each month of school.)

Write a performance objective.

Example B: The 200 children reading below grade level, as measured by the California Achievement Test, were found to be:

1. 2 or more years below grade level in reading comprehension;

2. over 1.5 years below grade level in vocabulary acquisition;

3. making 0.5 or less years rate of gains in reading for each year in school;

4. from Spanish speaking homes.

Write one or more performance objectives.

Example C: The mean grade-equivalent scores of 65 intermediate grade children on Metropolitan Achievement Tests, Elementary Battery, were as follows:

Word Knowledge	2.85
Word Discrimination	2.77
Reading	2.94
Spelling	3.02
Language	1.98
Arithmetic Problem Solving and Concepts	3.79

(Expected gain for an "average" student is 0.8 in an 8 month program.)

36 of these children have an absentee rate of over 50 percent.

15 show visual deficiencies.

12 are very poorly dressed when they come to school and frequently have had no breakfast.

Write one or more performance objectives.

END-PRODUCT EVALUATION AND PERFORMANCE OBJECTIVES

End-product evaluation refers to the program outcomes which are measured specifically against the performance objectives of the project.

The performance objectives aimed at end-product evaluation should indicate clearly the types and kinds of behaviors or actions which are expected as a result of the specific project activities. End-product evaluation allows the project evaluators, the staff, the board of education, faculty, community members, and other groups such as the State department of education personnel to see clearly whether or not the primary objectives of the project have been accomplished.

In addition to end-product evaluation, periodic checks of objective aims and proper use of project resources should be scheduled at specific intervals during the project's activities.

APPENDIX

PART I - EXERCISES

A Rationale for Performance Objectives

Directions: Read each statement when indicated in the text and write the number of your response in the blank provided. After you have indicated your answer, check the bottom of the page for the correct response. If you have answered correctly, proceed with the text; if incorrectly, review the appropriate proceeding section.

PART I

_____ A. One method for effectively improving title I programs (based on the assessed special education needs of educationally deprived children) is to:

1. allocate more time and resources
2. specify kinds of activities which will assist title I program development staffs in achieving acceptable conditions for operation
3. begin with the formulating and constructing of of objectives

_____ B. Goals are long-range and general in nature. Often they are not necessarily accomplished during the project period. Objectives, on the other hand are:

1. immediate
2. specific
3. designed with intentional end-results in mind

_____ C. Select the one which does <u>not</u> apply. Objectives which are stated in performance terms should be:

1. observable

2. measurable

3. broad in scope

_____ D. Which one of the four statements, in your opinion, has a performance factor which is easiest to observe and measure?

1. To be able to develop some individualized learning experiences for the solution of crucial learning problems

2. To be able to cut and paste pictures in correct sequence

3. To be able to understand the requirements for real world experiences

4. To be able to appreciate the individual problems of the children in the target population

_____ E. A performance objective should include four basic characteristics. Which of the following describe performance objective characteristics?

1. outcomes expected are clearly stated

2. conditions under which behavior takes place are established

3. the level of expected performance is stated

4. barriers to objective development are stated

Answers: A. 3
B. 1, 2, 3, all answers correct.
C. 3
D. 2
E. 1, 2, 3

GENERAL REVIEW QUESTIONS

Directions: Circle T or F T=True F=False

1. The word "performance"

   T F a. specifically indicates a rationale

   T F b. includes the conditions or setting under which behavior occurs

   T F c. must be measurable

2. Fill in the necessary blanks with the correct work from the following:

   Purpose, End, Action, Conditions

   A performance objective is an _____ towards which _____ is directed, under certain _____, with a specific _____ in mind.

3. A performance objective should:

   a. describe _____ affected

   b. describe _____ expected

   c. specify the _____ under which learning will take place

   d. state the level of _____

4. Label, next to the numbers, the parts of the following objective corresponding to the characteristics of performance objectives.

   1. _____ Upon the conclusion of the Title I Dropout Program,
      1
   2. _____ 61 female students will demonstrate
      2
   3. _____ positive attitudinal change towards
      3
   4. _____ school and teachers, as determined by an increase of 12 points
      4
      on the Attitudinal Inventory.

Proceed to Part II of the Text "Identifying Performance Objectives."

Answers: 1. (a)F; (b)T; (c)T. 2. end, action, conditions, purpose.
3. (a) person; (b) behavior; (c) conditions; (d) performance.
4. order of phrases--(1) conditions; (2) persons; (3) behavior or action; (4) performance level.

PART II - EXERCISES

Identifying Performance Objectives

Directions: Complete the statement using complete sentences.

A. The characteristics of performance objectives stated thus far are:

(a)

(b)

B.

Directions: Indicate P for performance oriented and NP for non-performance oriented objectives.

1. _____

2. _____

3. _____

4. _____

C.

Directions: Select the words from the following list that are performance and non-performance oriented. Arrange them in colums under the proper heading.

Accept, list, understand, formulate, know, want, write, estimate, learn, describe, like, respect, feel, compute, measure, develop, order, construct.

Performance oriented terms (Open to few interpretations)	Non-performance oriented terms (Open to many interpretations)

D.

Directions: Indicate P for performance oriented and NP for non-performance oriented objectives.

1. _____

2. _____

3. _____

Answers: A. (a) The description of the person who is affected;
(b) The description of the behavior or action intended.
B. 1-P; 2-NP; 3-NP; 4-P.
C. Performance oriented terms are: list, formulate, write, estimate, describe, compute, measure, order, construct.
Non-performance oriented terms are: accept, understand, know, want, learn, like, respect, feel, develop.
D. 1-NP; 2-NP; 3-P.

PART III - EXERCISES

The Construction and Use of Performance Objectives

A. Two characteristics of a performance are "person(s)," and "behavior." Name the other two characteristics.

1. _____

2. _____

B. List the condition under which the behavior will take place.

1. _____

C. Indicate which part of the objective designates the performance level.

_____

_____

Answers: A. (1) Conditions; (2) Performance level
B. "As measured by etc."
C. "Correctly without assistance."

PART IV - EXERCISES

Writing Performance Objectives

Objective A. _____

_____

_____

_____

Check to see that all 4 characteristics are included in your answer.

Objective B. _____

_____

_____

_____

Check to see that all four characteristics are included in your answer.

Objective C. _____

_____

_____

_____

Check to see that all four characteristics are included in your answer.

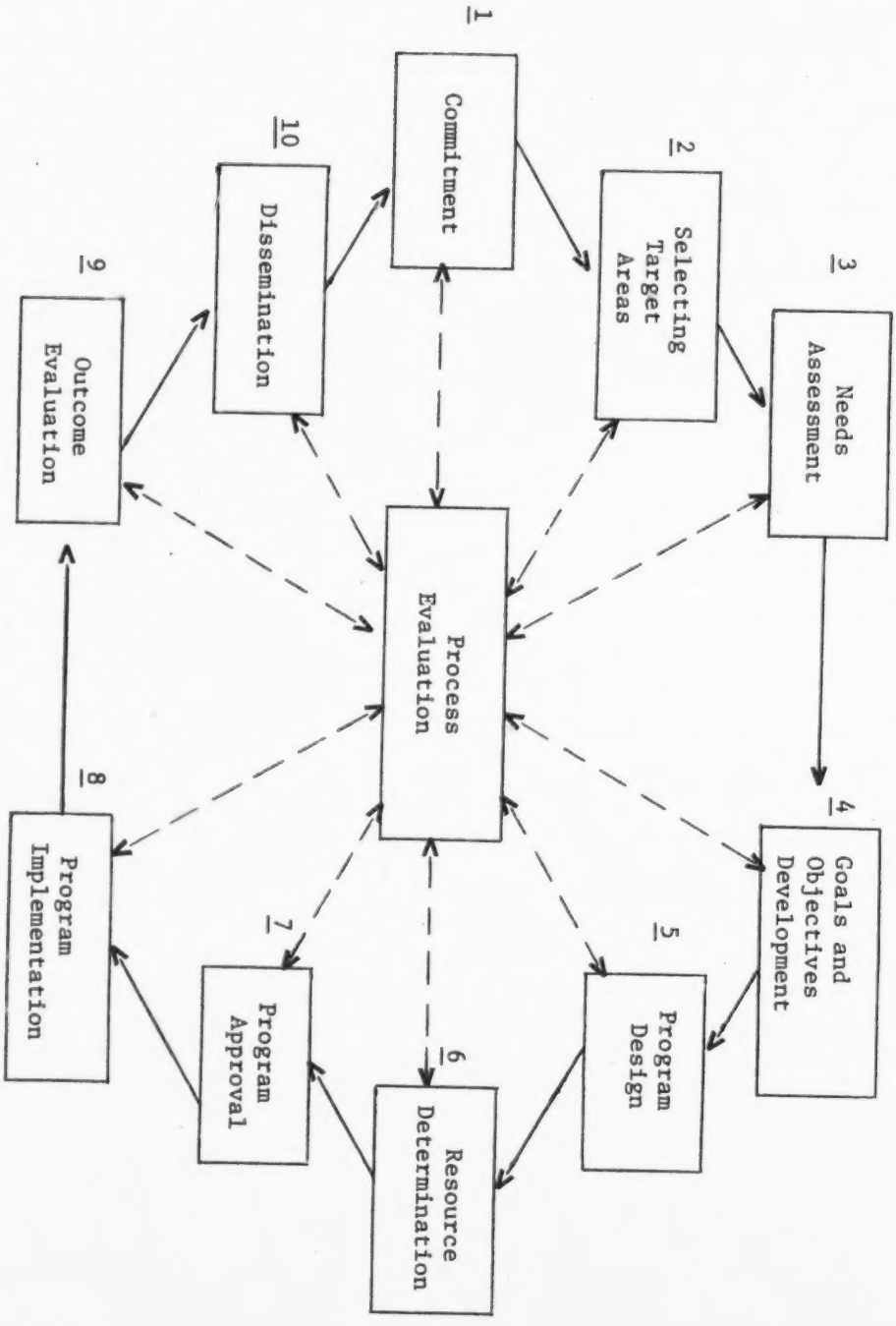
Answers: (There is more than one possible correct response.)

A. The 50 children reading below grade level, will, as a result of participation in the 9 month title I reading program, show a mean reading rate of gain of at least 0.9 as measured by the Gates-MacGintite Reading Test.

B. The 200 children identified as being 2 years or more below grade level in reading comprehension and 1.5 years or more below in vocabulary will make a reading rate of gain of 1.0 as measured by the California Achievement Test as a result of participation in the title I reading program over the next school year.

PROGRAM DEVELOPMENT

PROCESS



OUTLINE OF TEXT FOR WRITING PERFORMANCE OBJECTIVES

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- B. Need
- C. Goals and Objectives
- D. Place of Performance Objectives in Program Design
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